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ABSTRACT

Reactions of freshmen and transfer students to campus life during the first year at the University of California (UC), Davis, were studied, with consideration to the evaluation of support services for educationally disadvantaged students, specially-admitted students, and minorities. Comparative findings for the other undergraduate UC campuses are also provided. Attention was directed to changes in interests and degree/career aspirations, degree of preparedness for academic studies, and students' suggestions for changing support services. Findings include the following: 92 percent of students would recommend UC Davis to a friend; the most demanding aspect of the first few months at UC Davis was the difficult coursework; 9 out of 10 students were satisfied with the friendliness of other students, the library facilities, and the opportunity to participate in both ethnic/cultural events and sports; 60 percent of new students were satisfied with relationships with faculty members or average class sizes; 60 percent of new students planned to attain a postgraduate degree; and while about four out of five students had a specific career plan when they entered UC Davis in the fall, by spring 28 percent had changed their career goals. Appendices include a student questionnaire. (SW)

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THE FIRST YEAR AT UC DAVIS
New Students' Reactions to Campus Life

Research Report No. 9
Office for Student Affairs
Research and Evaluation
University of California, Davis

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HE 018 339

THE FIRST YEAR AT UC DAVIS

—NEW STUDENTS' REACTIONS TO CAMPUS LIFE—

Bonnie L. Kroll

RESEARCH REPORT NO. 9
Office for Student Affairs
Research and Evaluation
University of California, Davis

June 1979

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TABLE OF CONTENTS

	PAGE
Introduction	1
Reactions to Campus Life	4
Degree Aspirations and Career Plans	10
The Use of Student Support Services	14
Summary	19
Appendices:	
A. Questionnaire	22
B. Methodology	26
C. List of Individuals Who Were Particularly Helpful to New Students	28
D. EOP and Special Action Students' Ratings of their High School Preparation	31

LIST OF TABLES AND FIGURES

TEXT			PAGE
Figure	1	The Entering Class of Fall 1977	3
Table	1	The Best Aspects of the First Few Months at UCD	5
	2	The Worst Aspects of the First Few Months at UCD	6
	3	Satisfaction with Aspects of Campus Life on Eight UC Campuses	7
Figure	2	Regularly Admitted Students' Ratings of Their High School Preparation	9
Table	4	Degree Aspirations of New Students (Fall 1977)	10
	5	Degree Aspirations of New Students (Fall 1978)	11
	6	Occupational Plans of New Students by Basis of Admission	13
	7	Services Assisting Students with Their Daily Needs	15
	8	Academic Skills Development Services	16
	9	Academic Advising Services	17
	10	Use of Peer Advising Services by EOP and Special Action Students	17
	11	Use of EOP Services by EOP Students	18
	12	Career and Post-Graduate Advising	18

Students who enter the University of California, Davis as undergraduates come from diverse backgrounds and bring with them a variety of expectations, talents, and interests. Whether they come from rural or urban backgrounds, from high school or other colleges, students in their first year at UCD tend to evaluate their abilities, interests, and habits in relation to the academic and social offerings of the campus. This report summarizes some aspects of that first year as reported by students (freshmen and transfer) who first came to UCD in fall 1977. Through responses to a spring 1978 survey, this group of undergraduates commented on their first year: they evaluated campus life, reported changes in interests, described their degree of preparedness for academic studies, and suggested modifications in support services. In this broad look at the first year, they also described changes in their degree plans and career aspirations, and revealed their overall reaction to the campus.

Although this report focuses on Davis students, the survey on which it is based was administered to all eight undergraduate UC campuses. A University Systemwide task force developed, administered, and analyzed the multi-campus survey, which had as its main focus the evaluation of support services for educationally disadvantaged students during their first year at UC. This narrative will resemble the forthcoming Systemwide study in that EOP responses are given special attention. In addition, analysis is provided for regular/special action, native/transfer, and minority/non-minority status students in order to investigate differences in the first year experiences of these three groups. Because some of these categories have varying definitions, an explanation (or where appropriate, a history) of terms is offered below. Readers interested in the questionnaire itself and the technical details of the survey and its analysis should refer to Appendices A and B.

Definitions

EOP. The Educational Opportunity Program (EOP) was established by the Regents in 1964-65 as a campus-based undergraduate program to attract, enroll, and retain low income and educationally disadvantaged students in the University. Students apply for EOP status by indicating an interest in the program on their UC application form. On the Davis campus, these applicants are evaluated by the EOP Admissions Office for placement in the program. Among the entering class of fall 1977, 12% were EOP students. Services available to EOP students on the Davis campus include special academic/personal counseling, supplementary

mathematics and English classes, English as a Second Language assistance, and tutoring in most course areas. Special Action EOP students are also eligible for STEP (Special Transitional Enrichment Program), a summer live-in tutorial for entering students which continues into their first year of instruction.

Underrepresented Minorities. Recently the University's efforts to serve educationally disadvantaged students have been expanded beyond EOP through initiation of a more comprehensive Student Affirmative Action (SAA) Program. This program seeks to support the educational needs of many student populations currently underrepresented in the campus community, e.g., handicapped students, women (in some disciplines), and underrepresented ethnic minority groups. The underrepresented minorities as defined under SAA include the following categories: American-Indian, Chicano/Mexican-American, Pilipino/Filipino, Latino/Other Spanish-American, and Black/Afro-American. These groups are distinguished from other ethnic minority students insofar as they are not represented in the University in the same proportion as they are found in graduating high school classes in the state. In fall 1977, 9% of new UCD students were underrepresented minorities; 71% of these were also EOP. For brevity's sake, this report will refer to underrepresented minorities simply as "minorities." The reader should keep in mind that the term as used in this report does not include several minority groups present in large numbers on this campus, most notably Japanese and Chinese students.

Native and Transfer Students. Transfer students are defined in the UCD General Catalog as having 12 or more college units upon entry to UCD. The survey questionnaire asked students whether they came to UC as transfers. Those who answered affirmatively are categorized here as transfer students; others are classified as native students. In fall 1977, 38% of new students were transfer students and 62% came directly from high school.

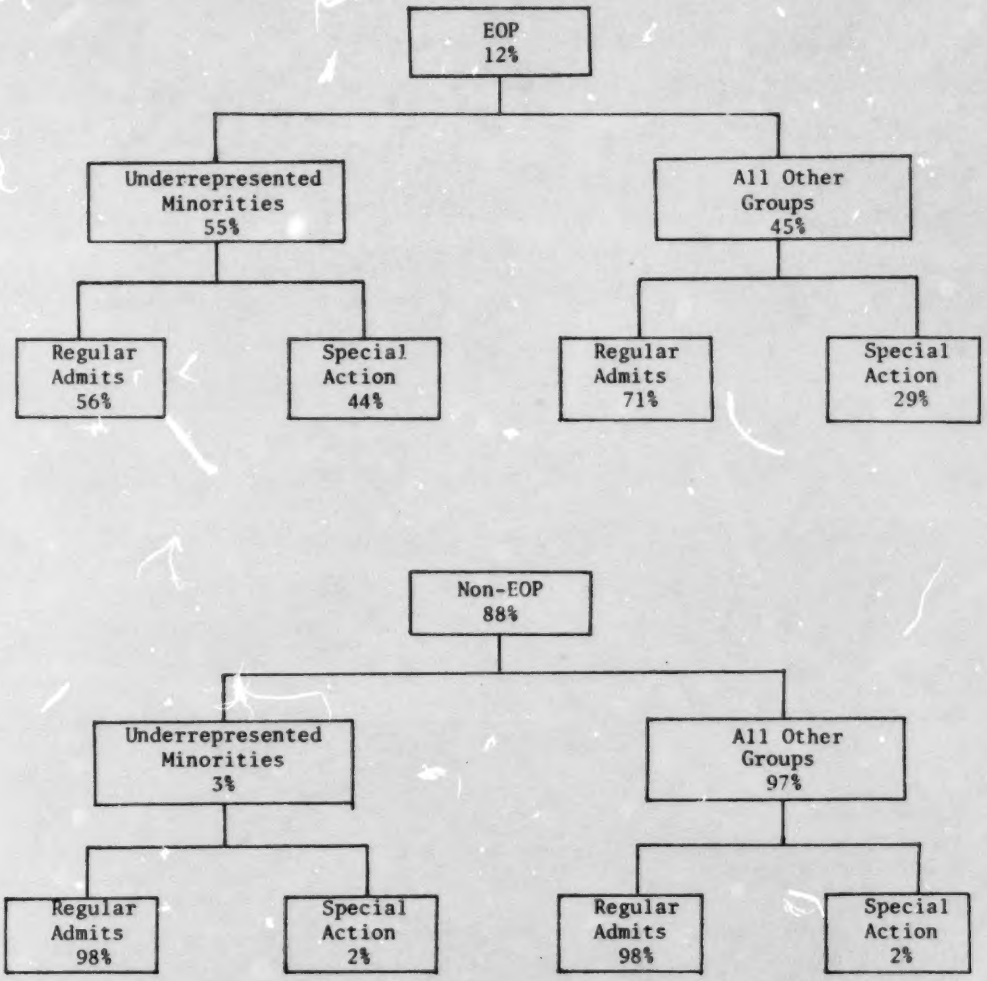
Special Action. Special action students are those admitted to the University who show promise of academic success but do not meet regular admission criteria. In fall 1977, six percent of new students were admitted by special action and 94% were regularly admitted.

Figure 1 shows the percent of minority and special action students among EOP and non-EOP students in the entering class of fall 1977 (the class surveyed). Although 63% of EOP students were regularly admitted and 45% were non-minorities, there was (and is each quarter) a tendency for special action and minority students to enroll as EOP students. Relatively few special action or minority students are non-EOP.

Figure 1

THE ENTERING CLASS OF FALL 1977

(n=3,509)



REACTIONS TO CAMPUS LIFE

Some of the expectations of campus life that new students bring to UCD are reflected in their reasons for choosing the campus: the high academic reputation, a strong program in a particular field of interest, and the relaxed and rural setting of the campus. Similarly, there is a widespread expectation among entering students that studies at UCD are rigorous. This section of the report discusses students' view of the campus after one year of study: some initial expectations have changed, some have not, and many new aspects of the campus have come to light. Students' overall feelings about their first year at UCD are presented: their major sources of worry and satisfaction, their main sources of help, and their evaluation of their own preparedness for University studies. The reactions presented here represent a summary of what new students think of UCD after a year on campus.

These responses represent the undergraduate class entering in fall 1977 (both native and transfer students), including those no longer enrolled at the time of the survey. (Four percent of respondents--25 students--were not enrolled during the spring quarter of the survey.) Due to the sampling design, which oversampled two relatively small groups (EOP and minority students), all figures are population estimates calculated by weighting the oversampled groups in proportion to the degree of oversampling.[1]

Approximately nine out of ten students indicated that they were satisfied with the UCD experience and that they would recommend UC to a friend. Typical comments from people who would recommend UCD to a friend were:

> UC Davis has a lot to offer if you are willing to pursue your goals. It also has a lot of good facilities and good professors.
>
> The atmosphere here is great, especially in spring. The rec pool and social activities are good.

A typical comment from among the eight percent of students who would not recommend UCD to a friend was:

> It is much too difficult (academically), unless the person is an above-average student. Also, there are few social activities.

Basis of admission did not significantly affect whether a student would recommend UCD to a friend, or satisfaction with the UCD experience. Special action students were just as positive in this regard as regularly admitted students, and the same was true for minority, transfer, and EOP students.

[1] The "n" used in tables in this report represents the actual number of respondents, not the weighted number. See Appendix B for details.

New friends were considered the best part of the first few months on campus. Over half the new students indicated that new friends and a good social life were the best aspects of the early UCD experience. Table 1 shows that the variety and quality of academic offerings ranked second highest in the new students' experience. Not shown in Table 1 are the positive aspects mentioned by fewer than 5% of students: good advising from a UCD counselor or advisor (4%), academic success (4%), new experiences (4%), and assistance from an academic support program (1%). All UC campuses were essentially alike in the rank ordering given these items.

Table 1

THE BEST ASPECTS OF THE FIRST FEW MONTHS AT UCD

BEST ASPECTS	Percent of Students (n=619)
New friends/a good social life	53
The variety of academic course offerings or quality of a certain class or major	18
The variety of recreational/social activities or facilities	16
Freedom of being on my own	14
Attractive or convenient campus environment	13
A particular professor or teaching assistant	8
Good living environment (e.g., residence hall atmosphere, good roommates)	6

Students were asked to list the people or offices at UCD who were particularly helpful to them in adjusting to campus life. Appendix C lists the individuals mentioned in alphabetical order. The list is composed of 84 faculty, 68 UCD staff (individuals or offices), 69 teaching and research assistants, and over a dozen miscellaneous persons or departments.

The most demanding aspect of the first few months at UCD was the difficult coursework and the resulting need for constant studying. Table 2 shows that 47% of students thought that academic problems were the worst aspect of their first months on campus. Other hardships were problems in the living environment (e.g., roommate conflicts, noise, lack of privacy, dining hall food) and homesickness or loneliness. Students at UCD were less likely to cite unfriendliness

or competitiveness of other students than were students at any of the other UC campuses; the average systemwide frequency of this response was twice as high as at Davis. However, at all campuses except UC Santa Cruz, adjustment to the academic rigor and competitiveness of UC studies was cited as the most difficult part of the new students' experience.

Table 2

THE WORST ASPECTS OF THE FIRST FEW MONTHS AT UCD

WORST ASPECTS	Percent of Students (n=619)
Academic difficulties (e.g., hard courses, too much studying, poor grades)	47
Poor living environment (e.g., lack of privacy, roommate problems, poor food)	14
Homesickness or loneliness	12
A particular class (e.g., a difficult class, large class size, difficulty getting help from professors)	8
Competitiveness/unfriendliness of other students	7
A particular professor or teaching assistant	7
University procedures or staff (e.g., red tape, impersonal treatment)	7
Aspects of the campus environment (e.g., parking, the size of the campus, bad weather)	5

In addition to the open-ended questions on the best and worst aspects of being new to the campus, students were presented with a forced-choice question asking what their major source of worry was during the first year. Approximately 60% indicated that academic coursework was their major source of concern; deciding on a major field of study was the largest worry for 11%. Smaller percentages chose finances (8%) and trying to find themselves (7%). Other problems, such as difficulty making friends, getting along with roommates, and family related matters were the major sources of worry to only 2-4% of students. Students on the other UC campuses also rated academic coursework as their major concern in roughly the same proportion as did UCD students. The one exception to this pattern was the Santa Cruz campus, where only 26% of students saw coursework as their biggest concern.

Nine out of ten students were satisfied with the friendliness of other students, the library facilities, and the opportunity to participate in both ethnic/cultural events and sports. Students at Davis, as at other large UC campuses, were least satisfied with average class size and interaction with faculty. Table 3 shows students' relative degree of satisfaction with a number of aspects of campus life, comparing UCD students with

Table 3

SATISFACTION WITH ASPECTS OF CAMPUS LIFE ON EIGHT UC CAMPUSES

ASPECTS OF CAMPUS LIFE	PERCENT OF STUDENTS SATISFIED[1]							
	UCD (n= 619)	UCB (n= 795)	UCLA (n= 1178)	UCR (n= 233)	UCSD (n= 647)	UCSC (n= 194)	UCI (n= 377)	UCSB (n= 271)
Library facilities	92	92	93	95	92	83*	83*	89
Opportunity to participate in ethnic cultural events	89	83*	89	87	81*	84	79*	83
Friendliness of other students	88	81*	81*	87	79*	87	83	86
Opportunity to participate in sports	87	76*	77*	82	82*	85	72*	87
Availability of good places to study	83	80	83	88	77*	80	72*	77
Entertainment presented on campus	83	90*	94*	82	67*	87	68*	79
Living arrangements	82	82	83	93*	83	77	81	85
Quality of classroom instruction	80	75	79	86	76	87	77	78
Campus social activities	75	75	84*	79	50*	76	58*	79
Interaction with faculty	62	50*	54*	75*	48*	79*	65	52
Average class size	60	60	48*	84*	61	74*	71*	53
General UC experience	93	85*	90	94	85*	92	88*	91

[1]Highest satisfaction ratings for each aspect of campus life are underlined. Asterisks indicate percentages which are significantly different from Davis percentages.

those from seven other UC campuses. UCD topped the other UC campuses in three areas, all of them of a social/recreational nature. These areas were: the friendliness of other students. the opportunity to participate in sports, and opportunity to participate in ethnic/cultural events. (The last item was tied with UCLA.) The pattern of top satisfaction ratings (those ratings are underlined in Table 3) indicates something of the individual nature of each campus. UC Santa Cruz, an innovator in instructional methods, received the highest ratings in the system for classroom instruction and interaction with faculty. UCLA, a large urban university, received highest marks on campus entertainment and social activiites. UC Berkeley did not receive the highest ratings in any of the categories listed, indicating that there are (obviously) many features that attract students that were not listed in the questionnaire. UC Davis, a medium-size campus in a rural setting, showed strengths in a variety of social/recreational areas and received the second highest ratings for the overall UC experience.

Although Table 3 offers many interesting opportunities for interpretation, two cautions should be noted. To whatever extent each campus attracts a unique type of student, the

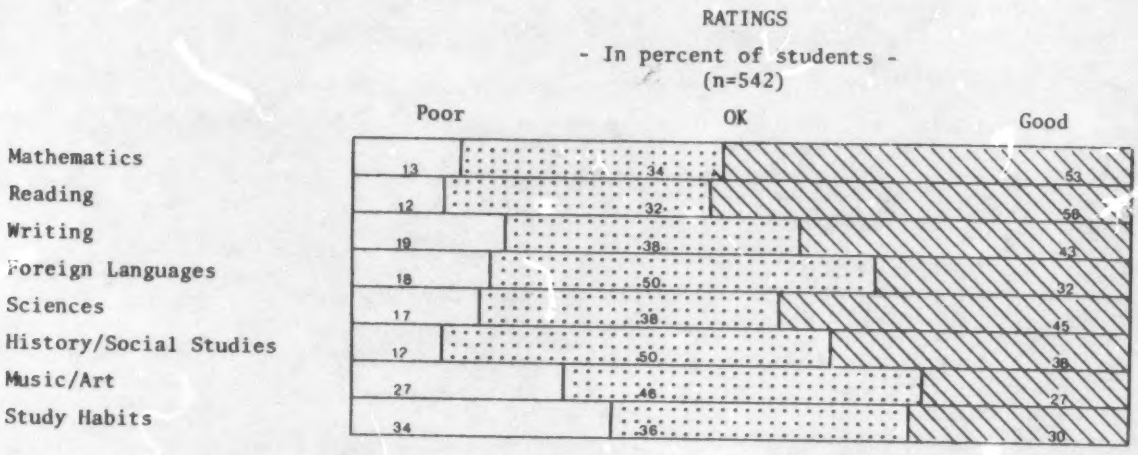
ratings may not be comparable. For example, Davis students might rate the Santa Cruz campus very differently than Santa Cruz students do. Also, the confidence intervals around the statistics presented are fairly broad (i.e., small differences may be due to chance). Therefore, small differences in percent satisfaction should not be overinterpreted. (See footnote to Table 3.) However, with these points in mind, Table 3 does seem to reflect the satisfactions of those unique groups of students found on each campus.

In the Davis ratings, a few differences arose among various groups of students: 1)Black students were significantly less satisfied with the entertainment presented on campus (52% satisfied) than were other groups (83% satisfied). This difference was true for both regularly admitted and special action students; and 2)transfer students were less satisfied with the friendliness of other students (78% satisfied) than were freshmen (92% satisfied). However, the most notable aspect of students' feelings about campus life is that there were so few large differences in satisfaction among students in various categories. For example, satisfaction with various aspects of classroom life was not related to basis of admission, and minorities were just as satisfied with the friendliness of other students and opportunity to participate in ethnic and cultural events as were other groups. As judged by the student characteristics that were selected for study, new students seemed to be in relatively close agreement on the aspects of campus life that were rated in this survey.

The majority of both regularly admissible and special action students described their high school preparation for study at UCD as at least adequate. Figure 2 shows self ratings by regularly admitted students on the quality of their high school preparation in eight academic areas. The largest number of students rated their preparation as "good" in the areas of math, reading, writing, and science. (Students' assessment of their writing preparation seems to be in conflict with the fact that 48% of the 1977-78 entering class were required to take a remedial composition course because of low scores on English proficiency exams.) In foreign language, history, music, and study habits, the modal (most frequent) rating was "OK." The lowest overall ratings went to study habits: one-third of regularly admitted new students thought their study habits were "poor." Thus these new UCD students saw themselves as well-prepared in several important academic subjects but lacking in the self-discipline or study skills necessary to apply themselves fully in these areas.

Figure 2

REGULARLY ADMITTED STUDENTS' RATINGS OF THEIR HIGH SCHOOL PREPARATION



As would be expected, special action students rated their high school preparation lower than regular admits. The modal rating in the areas of reading, writing, and history was "good," for foreign language and science "OK," and for math, music, and study habits "poor." Most areas with relatively high ratings among regular admits received relatively high ratings among special action admits. The exception to this pattern of responses was in the area of math: special action students rated math as one of their worst subjects, whereas regularly admitted students rated it as one of their best. This was the one difference between the two groups which reached statistical significance. (See Appendix D.)

There were no significant differences between EOP and non-EOP, minority and non-minority students on measures of preparation for UC studies. This interpretation was at least partially a result of the conservative nature of the statistical procedures used in this report (see Appendix B) because EOP students gave noticeably lower preparation ratings in math, writing, foreign language, and study skills. (See Appendix D for a comparison of regularly admitted EOP and non-EOP ratings on their high school preparedness.) The differences between EOP and non-EOP ratings were large in a practical, if not statistical, sense; further study using a different sampling method and less conservative tests might well substantiate the tendency towards lower EOP self-ratings evidenced here. These lower ratings might be expected because many EOP students have lived in low income neighborhoods with less-than-adequate schools.

DEGREE ASPIRATIONS AND CAREER PLANS

Sixty percent of new students planned to attain a post-graduate degree, and the kind of degree planned was related to EOP, freshman, and minority status. The highest levels of education planned by new students when they entered UCD in the fall were: bachelors degrees (39%), masters or teaching credentials (23%), doctorates (10%), and professional degrees (26%). By a large margin, EOP, minority, and freshman students were more likely to aspire to professional degrees (e.g., MD, DVM, JD) than were other students (see Table 4).

Table 4

DEGREE ASPIRATIONS OF NEW STUDENTS

(In percent of students entering in Fall 1977)

DEGREE ASPIRATIONS	STUDENT CHARACTERISTICS						
	EOP (n=216)	Non-EOP (n=403)	Native (n=383)	Trans (n=230)	Minority (n=168)	Other (n=431)	Total (n=619)
Less than two years of college	1	*	1	0	1	*	*
Two years of college	2	1	*	2	2	1	1
Baccalaureate	37	39	39	40	40	39	39
Masters or teaching credential	14	25	19	32	10	24	23
Doctorate	8	10	11	8	7	10	10
Professional degree	37	25	31	18	39	25	26
Other	1	0	*	*	1	0	*

*less than one-half of a percent

The possibility of response bias was raised by the relatively high proportion of EOP and minority students aspiring to a professional degree. It seemed possible that students motivated enough to seek entrace to highly competitive professional schools might be more willing to return a University questionnaire than other students. To check this possibility, a telephone survey to a small sample of students was conducted. The sample was taken from the entering class of fall 1978, the class entering UCD a year later than students represented in Table 4. The results of this sample appear in Table 5.

Table 5

DEGREE ASPIRATIONS OF NEW STUDENTS
-Follow-up Sample-
(In percent of students entering in Fall 1978)

DEGREE ASPIRATIONS	STUDENT CHARACTERISTICS		
	EOP (n=76)	Non-EOP (n=76)	Total (weighted estimate)
Less than two years of college	0	0	0
Two years of college	0	0	0
Baccalaureate	45	43	44
Masters or teaching credential	22	28	27
Doctorate	11	11	11
Professional degree	22	18	18
Other	0	0	0

Unfortunately, the follow-up survey, conducted at the close of spring quarter, could not be completed as planned because of the end of the quarter and the difficulty of contacting students during the last week of classes. Enough students were contacted to give some comparison figures for EOP students, but not for minority and transfer students. The follow-up sample showed little difference between the degree aspirations of EOP and non-EOP students; it also indicated a lower percentage of students aspiring to a professional degree than did the original survey. Although based on a small number of students, the sample does provide evidence that the original survey overstated the degree aspirations of EOP students.

As a further check on response bias, the telephone survey also asked students how satisfied they were with the UCD experience and whether they would recommend UCD to a friend. Responses to these questions were essentially the same as in the original survey. Although definite conclusions cannot be made from such a small follow-up sample, it seems possible that either: 1) the original survey response was biased by high return from EOP students aspiring to professional schools or 2) the EOP students of fall 1978 were less inclined than EOP students of fall 1977 to aspire to professional degrees. At any rate, it seems clear that EOP students have no lower degree aspirations than non-EOP students.

Most students (74%) did not change their degree aspirations during their first year at UCD; those who did change were about as likely to switch to a degree requiring more years of study (14%) as to a degree involving fewer year of study (12%). The largest group of

changers (8% of all students) went from wanting a baccalaureate to a masters or teaching credential. There were no significant differences in degree aspiration changes related to basis of admission, EOP status, or minority status.

Approximately four out of five students had a specific career in mind when they entered UCD in the fall; by spring quarter 28% had changed their career goals. In both fall and spring, the most popular career categories were health (24%) and sciences (22%). Ten percent of students entered UCD with interests in law or literary fields, seven percent in education, six percent in social-public service fields, and five percent in business. One percent was interested in careers in arts and entertainment. The only career field (besides "undeclared" and "miscellaneous") which gained students during the first year was business, which rose from five to eight percent of students. In the fall, 17% of respondents were undecided about a career goal; by spring, 20% were undecided.

Table 6 shows the occupations planned by students in fall 1977 broken down by basis of admission. The most frequent occupations desired were engineer (12%), veterinarian (10%), lawyer or judge (9%), physician (9%), and teacher (8%).

Table 6

OCCUPATIONAL PLANS OF NEW STUDENTS
BY BASIS OF ADMISSION

(In percent of students)

OCCUPATION	BASIS OF ADMISSION		
	Regular Admit (n=542)	Special Action (n=77)	Total (n=619)
Architect or urban planner	2	1	2
Artist (painting, sculpture, etc.)	*	7	1
Business:			
Banker or financier	*	1	*
Manager or administrator	2	4	2
Owner or proprietor	1	0	1
Public relations or advertising	1	1	1
Sales worker	1	0	1
Clergy	1	0	1
Clerical worker	*	0	*
Commercial artist, designer, decorator	*	0	*
Computer programmer or analyst	1	0	1
Construction craftsman	*	0	*
Counselor: guidance, family or school	1	3	1
Dentist (including orthodontist)	1	2	1
Draftsman	*	1	*
Engineer	12	10	12
Farm or ranch laborer	*	6	1
Farm or ranch owner or manager	1	0	1
Forester, conservationist, wildlife specialist	3	1	3
Government official, administrator, politician	2	1	2
Home economist or dietician	1	0	1
Lawyer or judge	9	12	9
Law enforcement officer	0	1	*
Mathematician, statistician, or actuary	*	0	*
Nurse	1	0	1
Performing artist	*	0	*
Pharmacist or pharmacologist	1	0	1
Physician	9	13	9
Psychologist	1	3	1
Public health	*	1	*
Scientific researcher	6	1	6
Service worker	*	0	*
Social or welfare worker	1	1	1
Teacher or school administrator:			
College	1	1	1
Secondary	4	0	4
Elementary	*	2	*
Education specialist	2	5	3
Technician	1	1	1
Therapist (physical, occupational, speech)	1	1	1
Veterinarian	10	7	10
Writer, journalist, interpreter	2	0	2
Other occupation	2	0	2
Undecided	17	12	17
No response	*	1	*

*Less than half of a percent.

THE USE OF STUDENT SUPPORT SERVICES

One aspect of a student's first year at UCD is contact with a variety of University support services. These services facilitate what is in many instances a student's first experience with college life. How quickly new students become aware of and use support services may have an effect on the quality of their adjustment to academic life, on the degree of academic success, or even on whether they choose to stay or leave UCD. For these reasons, this survey asked new students about their use of student services and their satisfaction with the ones they did use. Also, information on the importance and helpfulness of services for various student subgroups was sought to better understand the role student services play for different categories of students.

It should be emphasized that statistics on the use of student services apply only to NEW students (both freshmen and transfer students) during their first three quarters at UCD. These responses are not necessarily indicative of the frequency of long-run usage. For instance, such campus services as career planning assistance would probably not be heavily used by new students, whereas others, like orientation services, would receive heavy usage. Another cautionary note is that the present study probably does not measure the use of assistance offered through campus media, as opposed to in-person assistance. Thus the use of housing listings posted on bulletin boards, or medical advice heard on the campus radio station, would probably not be remembered and categorized by respondents as the use of a student service.

The questionnaire described 28 student services in terms general enough to be applicable on all of the eight campuses surveyed. Due to their generality, some descriptions of services lack exact correspondence to UCD services. For example, "pre-college orientation," "summer academic preparation," and "pre-enrollment academic advising" are three services listed on the questionnaire that could be interpreted to mean either STEP (the UCD summer advising/tutorial program for special action EOP students) or Summer Advising (a UCD pre-enrollment orientation program open to all students.) Other questionnaire items, such as "learning skills assistance," have much clearer meanings in terms of the configuration of services at UCD. Items with questionable correspondence to campus programs will be noted and analyzed only briefly in the sections that follow. Also, there was no attempt in the questionnaire to measure usage of every type of service offered students at UC, so that there are a number of UCD services not covered in this discussion.

Services assisting students with daily needs. For many students, the first year at UCD is their first independent living experience. The University provides a number of services to assist students with their financial, health, housing, employment, and child care needs. Table 7 shows the use of each of the six forms of assistance by new students and their satisfaction with the services provided.

Table 7

SERVICES ASSISTING STUDENTS WITH THEIR DAILY NEEDS

STUDENT SERVICE	USE -In percent of respondents- (n=619)	SATISFACTION -Percent of students satisfied-
Health care	67	85
Financial aid	30	71
Assistance in finding housing[1]	22	78
Assistance in finding a job while at school	22	74
Child care	1	92

[1]Since two-thirds of respondents lived in University housing, this figure does not represent the use of all UCD housing services.

More students (67%) used the Health Center than any of the other services listed, and 85% were satisfied with the service provided. Students also thought that the health care was the most helpful service they had received (17% gave it this designation, more than any other services). Approximately one-third of students used financial aid, and EOP students thought this was the most helpful service. There were significant differences in the use of financial aid between EOP and non-EOP students (EOP -- 78%, non-EOP -- 25%), and significantly higher percentages of EOP than non-EOP students were satisfied with financial aid services (EOP -- 83% satisfied, non-EOP -- 67% satisfied). Since EOP students are not as well represented in survey returns as other students, it seems likely that the use of financial aid is somewhat understated in Table 7. However, since EOP students only comprised 12% of the entering class, the degree of understatement would not be large.

Most students who lived in University housing did not indicate they had used "assistance in finding housing." Since two-thirds of respondents lived in University housing, the 22% figure in Table 7 is obviously not indicative of use of housing services as a whole. Of students not living in University housing, 33% said they had been assisted in finding housing.

Orientation Services. New students have the opportunity to attend various orientation events on the Davis campus prior to the beginning of classes. The largest of these activities is the Summer Advising Program, which in fall 1977 was attended by 80% of freshmen and 40% of transfer students. The survey questionnaire asked about the use of pre-college orientation, summer academic preparation, and pre-enrollment academic advising. These services, although logically distinct and perhaps appropriate for the Systemwide study, do not correspond well to actual UCD services. For instance, any number of UCD sources could provide the types of orientation mentioned, among them Summer Advising, STEP, Orientation Week, Preview Day, and pre-enrollment visits to faculty or staff offices. Also, survey responses do not agree at all with UCD statistics on the use of orientation services, indciating that the lack of correspondence to UCD services may have confused respondents. For these reasons, analysis of these items was not performed.

Academic skills development services. Table 8 shows the use by new students of various forms of skill development and tutorial assistance. Fourteen percent of students reported using some form of learning skills assistance (specified in the questionnaire as help with studying, communication, and test-taking skills). Special action students were significantly more likely than were regularly admitted students to use three of the skill development services listed: learning skills assistance, reading improvement workshops, and writing improvement workshops. In general, EOP students were significantly more likely to use skill development services than non-EOP students, and this pattern was true for both regularly admitted and special action EOP students.

Table 8

ACADEMIC SKILLS DEVELOPMENT SERVICES

STUDENT SERVICE	USE -In percent of respondents- Special Action (n=77)	Regular Admits (n=542)	Total (n=619)	SATISFACTION -Percent of students who were satisfied-
Learning skills assistance	33	13	14	89
Reading improvement workshops	13	2	2	46*
Writing improvement workshops	15	2	2	82
Tutoring (Department sponsored)	16	4	5	84
Tutoring (Other)	13	7	7	88

*Reading improvement workshops at the Learning Skills Center were run by temporary staff in fall 1977.

Academic advising services. Table 9 shows the use of several kinds of academic advising services that are available from faculty, staff, and other students (trained peer advisors). Roughly half the new students used pre-enrollment academic advising or advising during the school year from faculty or college advisors, and the latter was seen as the most helpful service they received by 10% of students. Peer academic advising (offered by the First Resort and by departmental and EOP peer advisors) was used by a smaller percentage (19%) of students overall. However, Table 10 shows that this service was used quite extensively by special action and EOP students (about 40% of each group used peer advising), and the service received unusually high satisfaction ratings from students. The existence of the EOP peer advisors probably accounts for the high usage of peer advising by EOP students. Among non-EOP students, the use of peer advising would be affected by whether or not the students' department had a peer advisor. (Roughly half of UCD undergraduates belong to departments with peer advisors.)

Table 9

ACADEMIC ADVISING SERVICES

STUDENT SERVICE	USE -In percent of students- (n=619)	SATISFACTION -Percent of students satisfied-
Pre-enrollment academic advising	46	82
Academic advising from faculty or college acad. counselor	44	73
Peer academic advising	19	92

Table 10

USE OF PEER ADVISING SERVICES BY EOP AND SPECIAL ACTION STUDENTS

-In percent of students-

	EOP (n=216)	Non-EOP (n=403)	TOTAL (n=619)
Regular Admits (n=542)	32%	17%	18%
Special Action (n=77)	53%	17%	41%
TOTAL	39%	17%	

EOP services. The Davis campus offers some student services that are specially designed for EOP students. These supplementary services parallel those available to non-EOP students but the programs that offer them have specially trained staff and are highly publicized among EOP students. Table 11 shows that at least half of new EOP students used the three EOP services listed in the survey. The relatively high usage of tutoring by EOP students (48% as opposed to approximately 5% in the new student population as a whole) is not surprising in the view of the high proportion of special action EOP students, and the fact that EOP tutoring is free. Regularly admitted EOP students used these tutoring services almost as frequently as special action EOP students (45% and 53% respectively).

Table 11

USE OF EOP SERVICES BY EOP STUDENTS

STUDENT SERVICE	USE -In percent of EOP students- (n=216)	SATISFACTION -Percent of students satisfied-
EOP tutoring	48	85
EOP pre-college orientation	56	92
EOP counseling/advising	78	86

There were no significant differences in the use of EOP services by minority and non-minority EOP students; however, special action EOP students were more likely to use pre-college orientation and counseling/advising services than regularly admitted EOP students.

Career and post-graduate advising. In spite of their short time on campus, some new students (especially seniors) began planning their careers through use of career advising services. Table 12 shows the use of career planning assistance and advising for post-baccalaureate studies, and also shows that the use of these two services was related to class level.

Table 12

CAREER AND POST-GRADUATE ADVISING

STUDENT SERVICE	USE -In percent of students-					SATISFACTION -Percent of students satisfied-
	Fresh (n=401)	Soph (n=47)	Junior (n=161)	Senior (n=6)	Total (n=615)	
Career planning assistance	11	5	6	23	10	77
Pre-professional/graduate school advising	10	10	15	23	11	91

Miscellaneous services.

•Fourty-four percent of new students received assistance in using the library, and 95% of them were satisfied with the assistance received.

•Thirteen percent of new students took advantage of personal counseling from a UCD professional counselor and 84% of them were satisfied with the counseling they received. Seven percent received peer personal counseling and 90% of these students were satisfied. In general, the students using these two forms of counseling services were not the same students.

Three percent of students used cultural organization support services. This figure is low, as expected, because these services focus on the need of subgroups of the campus population (ethnic minorities). Among minorities, 16% of new students used cultural organization support services. Approximately three-fourths of those using this service were satisfied.

Students' thoughts about the use of student services. Although the use of services seemed fairly widespread (the average new student used five of the services listed in the questionnaire during the first year at UCD), few students thought that the use of any service should be mandatory, and most did not have any suggestions for new services. Services which some students thought should be required were academic advising from faculty or UCD staff (8%) and peer academic advising (4%). One-fourth of new students did offer suggestions for new services, most often those involving orientation needs. Suggestions included pre-college orientation for re-entering students or for those who missed Summer Advising, library orientation, community orientation, or a special service to acquaint students with the services provided.

SUMMARY

The comments of new students do little to dispel the reputation of UCD as a highly competitive school, even though Davis students were less likely than students at other campuses to report that their peers were unfriendly because of academic competitiveness. The majority of new students at all but one UC campus found academic competition the most difficult part of their first year, and of the small number of students who were dissatisfied with their first year at UCD, most complained about the competition. It would be interesting to ask these same students if coursework has REMAINED their greatest difficulty in subsequent quarters, since University study is in fact supposed to be more challenging than that offered at the schools from which these students have come (high schools and other California colleges). Presumably the first few quarters at the University might be the hardest. The fact that 92% of students would recommend UCD to a friend (and many commented that they in fact had already done so) testified to the resilience and optimism students felt after meeting the challenges of the first year.

Only 60% of new students were satisfied with relationships with faculty members or average class sizes. Although not specified in the questionnaire, this is probably a reaction to the introductory classes of 200-300 students that many students face during

their first few quarters. Relationships with faculty and class size presumably are highly related, since faculty who teach introductory classes of several hundred students cannot possibly interact with each student. Considering its fairly large enrollment, UCD ranked well relative to other UC campuses on these measures; however, it seems obvious that the change from the smaller class size in high school and community college is disruptive to many students. To alleviate this problem, it is often recommended that new students delay enrolling in large classes that are not absolutely essential in order to lessen the number of adjustments necessary during their first year at the University. One other possibility is to lessen the anonymity involved in attending large lectures by the formation of study groups associated with particular classes. This would take advantage of the importance that new students place on making new friends, as well as (hopefully) motivating the formation of study habits, an area of weakness noted in this survey.

There were two aspects of campus life that were less satisfactory to certain subgroups of new students than to new students as a whole. The first involved transfer students, who did not share as fully as others the perception that Davis students are friendly. This response may be due to the fact that a greater percentage of transfer students live off campus, thus lessening their out-of-class exposure to other students. Or it may reflect an attachment to other friends and activities at a previous college.

The second item involved dissatisfaction with campus entertainment (concerts, plays) by half the Black respondents. Concerts and plays at UCD are presently provided by a variety of sources: students (e.g., the Cal Aggie Marching Band, the Student Musical Theater), faculty and academic departments (e.g., the Music and Drama departments and faculty recitals), and campus committees (e.g., ASUCD Entertainment Board, the Committee for Arts and Lectures). Campus entertainment might be improved by the formation of more performing groups specializing in Black music or culture, more Black representation and influence on campus entertainment committees, and by cognizance by students and faculty of Black concerns and preferences in the selection and development of musical and dramatic repertories. Since plays and concerts frequently communicate and educate, as well as entertain, a culturally diverse selection of entertainers would serve to benefit understanding of Black (and other minority) concerns, as well as address minority students entertainment preferences.

These suggestions are not to denigrate the value of existing forms of campus entertainment. For any students (including minorities) without previous exposure to a wide variety of entertainment forms and styles, a first exposure to unfamiliar musical or dramatic

productions may be quite valuable in an educational and cultural sense but not particularly entertaining. Some campus entertainments are offered on just this philosophy, with educational broadening (not box office appeal) in mind. However, it appears that newly enrolled minority students, some of whom are already learning many aspects of a culture dissimilar to their own in attending the University, would prefer more concerts and plays suited to their own particular backgrounds and tastes.

The use of student support services by new students was fairly widespread and satisfaction with the services usually high. But students seemed to be handling their main area of responsibility and concern (their academic work) either independently, through the help of others, or by methods not covered in this survey. There are a number of services to assist students in academic matters but, with the exception of academic advising, they were not that widely used by new students. Only about half the new students reported using academic advising during their first year, and some of that contact may have been short or sporadic in nature. The extent and nature of the list of most helpful persons and offices in Appendix C may be indicative of the wide variety of formal and informal helpers in academic (and other) matters. The primary impact of student services for new students may be in supporting these relationships among students, faculty, graduate students, and staff. Orientation events, residence hall activities, intramural sports, and assistance to student organizations are examples of how this socialization is presently supported. This survey provides some insight into WHY it is done, at least where new students are concerned, and why it is important to continue.

Appendix A

THE QUESTIONNAIRE

Office of Outreach Services
University Hall
University of California
May, 1978

THE FIRST YEAR AT THE UNIVERSITY OF CALIFORNIA

1. Are you currently enrolled this Spring quarter at UC? _____yes _____ no

   If yes:

   a) What is your present declared or anticipated academic major?_____

   b) To which College/School/Program does your academic major belong?_____

   c) When you first enrolled last Fall, what was your anticipated major, if different from above?_____

   _____

   If no:

   a) What was your academic major while at UC?_____

   b) To which College/School/Program did your academic major belong?_____

2. At present what are your plans for next fall? (Check one)

   _____ employment
   _____ continue at this campus
   _____ attend another school/college
   name:_____
   _____ vacation or travel
   _____ undecided
   _____ other: (specify)
   _____

3. Last Fall when you entered UC what career or occupation did you plan to pursue?_____

   _____

4. NOW what career or occupation are you planning?_____

5. What was the highest level of education you planned (a) when you entered UC in the Fall? and (b) what is it now? (Check one in each column.)

THEN	NOW	
_____	_____	Less than two years of college
_____	_____	Associate degree (A.A. or equivalent)
_____	_____	Bachelor's degree (B.S., B.A., etc.)
_____	_____	Master's or Teaching Credential
_____	_____	Doctorate (Ph.D., Ed.D.)
_____	_____	Professional degree (law, medicine, vet. medicine, etc.)
_____	_____	Other: _____

6. Would you recommend that a friend come to UC? _____yes _____no.

   Why or why not?

Your Campus Experience

7. What were the best things about your first few months on campus? What were the worst? What surprises did you run into; what was different than you had expected?

   a) Best things:

   b) Worst things:

   c) Surprises:

8. List any people (by name, title, or office) or office from the campus who were particularly helpful to you in adjusting to campus life.

_____ _____

_____ _____

_____ _____

9. From the list below, choose the **THREE** biggest sources of worry you have had during the present academic year.

Biggest worry: _____ Second biggest worry: _____ Third biggest worry: _____

a) Academic coursework
b) Difficulty making friends
c) Deciding on a major field of study
d) Finances
e) Transportation
f) Getting along with roommates
g) Housing arrangements
h) Family related matters
i) Trying to find myself
j) Other: _____

10. Given your experience with coursework at UC, how well do you feel your high school education prepared you in the following areas: (Check one choice for each subject area.)

MY HIGH SCHOOL PREPARATION WAS:		GOOD	OK	POOR
a) Mathematical skills	a.	_____	_____	_____
b) Reading	b.	_____	_____	_____
c) Writing	c.	_____	_____	_____
d) Foreign languages	d.	_____	_____	_____
e) Science	e.	_____	_____	_____
f) History, social science	f.	_____	_____	_____
g) Music, art	g.	_____	_____	_____
h) Study habits	h.	_____	_____	_____

11. Place a check in the column which indicates your satisfaction during this academic year with each of the following:

		very satisfied	satisfied	dis-satisfied	very dis-satisfied
a) Living arrangements	a.	_____	_____	_____	_____
b) Opportunity to participate in sports	b.	_____	_____	_____	_____
c) Opportunity to view or participate in ethnic cultural events	c.	_____	_____	_____	_____
d) Friendliness of other students	d.	_____	_____	_____	_____
e) Quality of classroom instruction	e.	_____	_____	_____	_____
f) Average class size	f.	_____	_____	_____	_____
g) Interaction with faculty	g.	_____	_____	_____	_____
h) Availability of good places to study	h.	_____	_____	_____	_____
i) Entertainment presented on campus (concerts, plays, etc.)	i.	_____	_____	_____	_____
j) Campus social activities	j.	_____	_____	_____	_____
k) Library facilities	k.	_____	_____	_____	_____
l) General UC experience	l.	_____	_____	_____	_____

Student Services Offered at UC

12. The campus makes available a wide range of programs and services to assist students. Go through the list of services that follows and check those which you used during the present academic year. Then, for those services that you did use, please indicate your level of satisfaction with the help that was provided.

Check if made use of service.		SATISFACTION RATING FOR HELP PROVIDED			
		very satisfied	satisfied	dis-satisfied	very dis-satisfied
a) _____	Pre-college orientation program	a. _____	_____	_____	_____
b) _____	EOP/AAP pre-college orientation program	b. _____	_____	_____	_____
c) _____	Summer academic/preparation program	c. _____	_____	_____	_____
d) _____	Pre-enrollment academic advising	d. _____	_____	_____	_____
e) _____	Assistance in finding housing	e. _____	_____	_____	_____
f) _____	Health care while at college	f. _____	_____	_____	_____
g) _____	Financial aid	g. _____	_____	_____	_____
h) _____	EOP/AAP counseling/advising	h. _____	_____	_____	_____
i) _____	Assistance with legal problems	i. _____	_____	_____	_____
j) _____	Help in finding a job while in school	j. _____	_____	_____	_____
k) _____	Child care	k. _____	_____	_____	_____
l) _____	Peer academic advising	l. _____	_____	_____	_____
m) _____	Academic advising from faculty or college academic counselor	m. _____	_____	_____	_____
n) _____	Pre-professional/Graduate school advising	n. _____	_____	_____	_____
o) _____	EOP/AAP Pre-professional/Graduate school advising	o. _____	_____	_____	_____
p) _____	Peer personal counseling	p. _____	_____	_____	_____
q) _____	Personal counseling from UC professional staff member	q. _____	_____	_____	_____
r) _____	Tutoring (Department sponsored)	r. _____	_____	_____	_____
s) _____	Tutoring (EOP/AAP sponsored)	s. _____	_____	_____	_____
t) _____	Tutoring (Other)	t. _____	_____	_____	_____
u) _____	Learning skills assistance (e.g., study, communication, test-taking skills, etc.)	u. _____	_____	_____	_____
v) _____	Reading improvement workshops	v. _____	_____	_____	_____
w) _____	Writing improvement workshops	w. _____	_____	_____	_____
x) _____	Career planning assistance	x. _____	_____	_____	_____
y) _____	EOP/AAP career planning assistance	y. _____	_____	_____	_____
z) _____	Educational/vocational counseling	z. _____	_____	_____	_____
aa) _____	Cultural organization support	aa. _____	_____	_____	_____
bb) _____	Assistance in using the library	bb. _____	_____	_____	_____
cc) _____	Other: _____	cc. _____	_____	_____	_____
dd) _____	Other: _____	dd. _____	_____	_____	_____

13. Of the services listed above, which three have been the MOST helpful to you?

a) _____ b) _____ c) _____

14. What new services would you like to see provided? _____

_____

_____

15. Do you believe students should be required to use any of the services mentioned?

Yes _____ No _____

If yes, which should be mandatory and why?

_____

_____

_____

16. Would you like to see changes in the services that are presently offered? If so, explain which services you would like to see modified and explain what changes you would make.

_____

_____

_____

Background

17. Your sex: _____ female _____ male

18. Your age: _____ 16 to 18 _____ 19 to 23 _____ 24 to 30 _____ over 30.

19. What was your class level when you first enrolled at this UC campus?

_____ Freshman _____ Sophomore _____ Junior _____ Senior

20. When you first enrolled at this UC campus, were you a transfer student? _____ yes _____ no

21. What is your cumulative GPA at UC? _____

22. Are you:

_____ American Indian
_____ Black/Afro-American
_____ Chicano/Mexican-American
_____ Chinese/Chinese-American
_____ East Indian/Pakistani
_____ Japanese/Japanese-American
_____ Korean
_____ Latino/Other Spanish
_____ Pilipino/Filipino
_____ Polynesian
_____ Thai/Other Asian
_____ White/Caucasian
_____ Other
_____ Decline to State

23. If you are presently enrolled at UC:

a) If which type of housing do you live?

_____ with parents or relative
_____ on campus residence halls/apts.
_____ off campus residence halls
_____ off campus house or apartment
_____ married/family student housing
_____ fraternity, sorority, or co-op

b) What is the distance from your residence to campus:

_____ on campus _____ 0-5 miles _____ 6-20 miles _____ over 20 miles.

c) Are you employed? _____ on-campus _____ off-campus _____ both _____ not employed

d) If so, how many hours per week? _____ 1-10 _____ 11-20 _____ 21-40 _____ more than 40

Appendix B

METHODOLOGY

The survey. The survey instrument was developed by the Systemwide Support Services Evaluation Task Force in spring 1978 and administered on all eight undergraduate UC campuses in May 1978. The survey was sent to the entering class of fall 1977 during their third quarter of UC studies. Because the emphasis of the Systemwide study was on two relatively small groups, EOP students and underrepresented minorities, a disproportionate stratified sample was selected in which all EOP or minority students and an equal number (or 17% at UCD) of systematically sampled non-EOP, non-minority students were sent a questionnaire. The sample did not exclude students who were no longer enrolled; these individuals received questionnaires at their permanent home addresses. An initial third class mailing was followed after two weeks by a follow-up mailing (with questionnaire) to non-respondents.

Response rates. The overall UCD return rate was 67%. (Systemwide, the return rate was 59%.) Return rates of various UCD student subgroups are shown below in Table B1.

Table B1

SURVEY RETURN RATES OF SELECTED UCD SUBPOPULATIONS

CATEGORY	NUMBER OF RESPONDENTS	RETURN RATES
EOP	216	58%
Non-EOP	403	73%
Underrepresented minorities	168	59%
Other groups	451	71%
Regularly admitted students	542	69%
Special action students	77	56%
ALL CATEGORIES	619	67%

Response Bias. Although the return rate was excellent for a survey of this type, the relatively low EOP, minority, and special action return rates are a source of concern. This concern was partially addressed by a follow-up telephone survey to check the representativeness of the sample on certain items, a survey which is discussed in this report. However, except for the items checked in the telephone survey, the potential sources of bias inherent in the underresponse are unknown, and inferences to the whole entering class of fall 1977 should be made with caution.

Statistical procedures. The sample design allowed separate analysis of EOP and minority students by oversampling those relatively small groups. When population estimates were required for analysis, the EOP and minority responses were weighted to represent their true strength in the fall 1977 class of new students (i.e., they were multiplied by .17. This lowered the number of respondents from 619 to 391). This procedure provides population estimates that are accurate within the limits of the survey response. (There was no attempt to correct for underresponse of certain groups.) Statistical tests for differences among groups conducted on these weighted figures are extremely conservative, since differences do not reach significance as easily with smaller samples. A chi-square test for independence with $\alpha = .05$ was the most frequently used statistical test.

Characteristics of survey respondents. Table B2 shows some respondent characteristics broken down by EOP and minority status. This particular breakdown follows the sample design, which sampled every student if they were EOP or minority, and only a selected number if non-EOP or non-minority.

Table B2

RESPONDENT CHARACTERISTICS

(In percent of EOP/Minority and Non-EOP/Non-Minority Students)

CHARACTERISTIC		EOP/Min (n=271)	Non-EOP/Min (n=345)
SEX	M	49	46
	F	51	54
CLASS STANDING WHEN FIRST ENROLLED	Freshman	59	70
	Sophomore	10	6
	Junior	31	22
	Senior	*[1]	1
BASIS OF ADMISSION	Regular	74	98
	Special	26	2
ETHNIC ORIGIN	American-Indian	5	0
	Black/Afro-American	20	0
	Chicano/Mexican-American	25	0
	Latino/Other Spanish-American	6	0
	Pilipino/Filipino	5	0
	Asian/Asian-American[2]	14	20
	White/Caucasian	17	78
	Other	8	2
HOUSING	With parents/relatives	6	3
	On-campus residence halls	49	62
	Off-campus residence halls	9	13
	Off-campus house/apartment	32	19
	Student family housing	4	1
	Fraternity, Sorority, Coop	1	2

[1] Less than one-half of a percent.

[2] Includes: Chinese/Chinese-American, East Indian/Pakistani, Japanese/Japanese-American, Korean, Polynesian, Thai/Other Asian.

Appendix C

INDIVIDUALS AND OFFICES LISTED AS PARTICULARLY HELPFUL TO NEW STUDENTS IN THEIR ADJUSTMENT TO CAMPUS LIFE[1]

Name and Office

ACREDOLO, Linda - Psychology Department
AGRICULTURE PEER ADVISOR
ALLEN, Bud - Student Relations
ALLEN, Thomas L. - Chemistry Department
ALPHA GAMMA RHO FRATERNITY
AMOS, Arthur - English Department
ANDERSON, Ruth - Dean of Women
ARMSTRONG, Peter - Zoology Department
ARROYO, Luis - History Department
AUDIO VISUAL CENTER
BACHELDER, Dave - English Department
BARCELLOS, Tony - Mathematics Department
BARKER, Wendy - English Department
BEAN, Naomi - Resident Advisor
BELL, Richard - Chemical Engineering Dept.
BENASCO, Steve - Resident Advisor
BENSON, Robert - Biochemistry Department
BENTLEY, Jim - Resident Advisor
BINGER, Deena - Resident Advisor
BLANEY, Annie - Resident Advisor
BLODGETT, Harriet - English Department
BOND, Gerrard - Geology Department
BORDEN, Sally - Resident Advisor
BOULTON, Mary - Learning Skills Center
BOXER, Maggie - Housing Department
BREWTON, Brenda - Economics Department
BROOKS, Robert - Physical Education Dept.
BROWN, Bill - Resident Advisor
BRUHN, Christine - Food, Science and Tech.
BRYAN, Joel - Services to Handicapped
BULSKI, Walt - Engineering Department
BURGESS, Woodrow - Student Health Center
BURRILL, Bill - Episcopal Priest
CAMPBELL, Leslie - Admissions Office
CANIZALES, Frank - EOP Counselor
CARBONELL, Ruben - Chemical Engineering
CARNAGHI, Jill - Resident Advisor
CARROLL, Floyd - Animal Science Department
CARTER, Shila - Spanish Department
CASTILLO, Homero - Spanish Department

Name and Office

CATHOLIC NEWMAN CENTER
CHAKERION, G. D. - Mathematics Department
CHALUPA, Leo - Psychology Department
CHAYKIN, Sterling - Biology Department
CHI OMEGA SORORITY
CHICANO STUDIES
CLARK, Steve - Animal Physiology Department
COACHES - Physical Education Department
COHLAN, Mary - Resident Advisor
COUNSELING CENTER
CRAMER, Richard - Art Department
DAVID, Susan - Resident Advisor
DAVIS, Robert - English Department
DAVIS, William G. - Anthropology Department
DEAN, Terry - English Department
DeVAY, James - Plant Pathology Department
DIENES, Andrew - Electrical Engineering
DIXON, Shari - Resident Advisor
DOI, Joyce - Chemistry Department
DUBOIS, Phillip - Political Science Dept.
EOP COUNSELORS
EASTIN, Louise - Biological Sciences Dept.
EDLIN, Gordon - Genetics Department
ELLIOTT, Gordon - Political Science Dept.
ESPINA, Terry - EOP Counselor
ESTABROOK, William - German Department
EVANS, J. Warren - Animal Science Department
EVANS, Mattie - Learning Assistance Center
FERNANDEZ, Cecilia - Resident Advisor
FIGUEROA, Richard - Education Department
FINANCIAL AID OFFICE
FIRST RESORT
FORD, Gary - Electrical Engineering
FRANCO, Francisco - Learning Assistance Ctr.
FRENCH, John - Resident Advisor
FROST, Dick - Resident Advisor
GATES, Dottie - University Extension
GILL, Pam - Physical Education Department
GOLD, Myra - Resident Advisor
GRAY, Sarah - Human Physiology Department

Name and Office

GRIDER, Ken - Integrated Studies Dept.
GRIVETTI, Louis - Nutrition Department
GROETH, A. - Political Science Department
GUEBARA, Olivia - EOP Counselor
GUSTAFSON, W. Eric - Economics Department
HAGEN, W. W. - History Department
HAMILTON, Robert - Physical Education Dept.
HARDIN, Harry - Resident Advisor
HAUSER, Craig - Resident Advisor
HEALTH SCIENCE DEPARTMENT
HERRICK, Jim - Teaching Assistant
HERZIG, Ann - Teaching Assistant
HICKS, Steve - Resident Advisor
HIMELFARB, Harvey - Art Department
HOPKINS, Robert - English Department
HOUSING OFFICE
HOWARD, Fred - Plant Science Department
HOWARD, Seymour - Art History Department
INGRAHAM, John L. - Bacteriology Dept.
INIGUEZ, Richard - Health Science Dept.
INTEGRATED STUDIES DEPARTMENT
INTRAMURAL SPORTS PROGRAM
JOB PLACEMENT OFFICE
JOHNSON, Ron - Financial Aid Office
JONES, John - Student Health Center
JORDAN, Melvin - Resident Advisor
JURISH, Alice - English Department
KEBRES, Lisa - Chemistry Department
KENNEY, Roberta - International Relations
KENT, Doug - Learning Skills Center
KNOTT, Paul - Resident Advisor Director
KNOW, Phillip - Veterans Affairs Office
KOFRANEK, Anton - Environmental Horticulture
KROLL, Neal - Psychology Department
LAI, Whalen - Religious Studies Office
LAMBERT, Blair - Resident Advisor
LANG, Norma - Botany Department
LATTORE, Pat - Housing Office
LEARNING SKILLS CENTER
LEYBA, Jesus - Chicano Studies
LIBRARIANS
LOPEZ, Manuel - EOP Office
LOWE, Marcus - Resident Advisor

Name and Office

LUI, Theresa - Resident Advisor
MacCANNELL, Dean - Applied Behavioral Science
MacLEAN, Tom - Resident Advisor
MacLEOD, Heather - Resident Advisor
MALLORY, Jerry - Resident Advisor
MAR, Tim - Resident Advisor
MARKS, Heidi - Resident Advisor
MATHEMATICS DEPARTMENT
MATLOFF, Norman - Mathematics Department
MATTESON, Lynn - Art History Department
McKENNA, Lynn - Resident Advisor
McKEWEN, Mary - Re-entry Office
McKILLOP, Allan - Mechanical Engineering
McNEIL, Albert - Music Department
McGUINNESS, Arthur - English Department
MERIDETH, Robert - American Studies Dept.
MEYER, Damon - Chemistry Department
MEYERS, Mary Jo - Resident Advisor
MILES, John - Agricultural Engineering
MILLER, Dave - Resident Advisor
MOCUPA, Larry - Nutrition Department
MOHAMMED, Rich - Housing Office
MOORE, Bob - Student Lobby
MOORES, Eldrige - Geology
MORRIS, Sumner - Counseling Center
MUKHERJEE, Amiya - Mechanical Engineering
MURPHY, Robert - Dean Assistant
MUSKER, Kenneth - Chemistry Department
NAGUCHI, Lynn - Resident Advisor
NOVAK, Ken - Resident Advisor
OLSEN, Helge - Design Department
OWEN, Earle W. - Electrical Engineering
OWFOOK, Donna - Advisor
PAC ADVISORS
PANKIN, Jon - English Department
PEEK, Neal - Physics Department
PEER ADVISORS
PETERSON, Mark - Chemistry Department
PETERSON, Mike - Resident Advisor
PFLUGRATH, Jack - Engineering Department
PAHL, Ed - EOP Counselor
PHILLIPS, David - Zoology Department
PICKETT, Manuel - Drama Department

Name and Office

PLANT SCIENCE DEPARTMENT
POLIDORA, Jim - School of Medicine
POTTS, Lee - Political Science
RESIDENT ADVISORS
RAMEY, Melvin - Civil Engineering
RANSTROM, Don - Rhetoric Department
REGISTRAR'S OFFICE
RICKS, Shaun - Psychology Department
RIECHER, Leslie
ROBERTSON, David - English Department
RODDY, Kevin - English Department
ROGERS, Paul - ASUCD President
ROJAS, Guillermo - Spanish Department
ROOMMATE, FRIEND, SISTER, BROTHER, ETC.
ROSA, Mejia - Chicano Studies
RUDD, Robert - Zoology
RUSSEL, Elaine - Applied Behavioral Sciences
SAKAI, Naomi - Counseling Center
SAPPINGTON, Sam
SCHMALENBERGER, Herbert - Physical Education
SCHORE, Neil - Chemistry Department
SCHWABE, G. - English Department
SCOTT, Elaine
SCOTT, Devin - KDVS Radio
SEAGELL, Mrs. - Admissions Office
SEGEL, Wiltraud - Bacteriology Department
SHAHROKH, Peter - English Department
SHANK, Theodore - Dramatic Art Department
SHAPIRO, Arthur - Zoology Department
SHORT TERM LOAN OFFICER
SIMMONS, Andre - EOP Counselor
SLOCK, Nanette
SMITH, Shanon - Resident Advisor
SMITH, Jean - Re-entry Office
SPENCE, Karen - Art Department
STOWELL, Joseph
STRAUSS, Dr. - Sociology Department
STUDENT EMPLOYMENT
STUDENT HEALTH CENTER
SUMMER ADVISING
SWITCHBOARD
SZEEZY, Dede - Resident Advisor
TANNER, Mickey - Financial Aid Office
TAYLOR, Barbara - EOP, Counseling Center
TERRELLI, Michael - Genetics Department

Name and Office

THE HOUSE
THETA CHI FRATERNITY
THORESON, Matt - Resident Advisor
THORNTON, Robert - Botany Department
TRACE, Harvey - Registrars Office
TROSAREY, Joe - Veteran Affairs Representative
TRUJILLO, Carla - Peer Advisor
TUDOR, Gary - Admissions Office
URIU, Kiyoto - Pomology Department
VOHS, John - Rhetoric Department
WEBB, Harold - Work-Learn Center
WEST, Helen - Resident Advisor
WEST, Richard - Math Department
WHISTON, Cindy - Resident Advisor
WILLIAMS, Merline - American Studies
WILLIAMS, Sue - First Resort
WILSON, Harry - English Department
WONG, Jerry - Chemistry Department
WONG, W. Scott
WORK-LEARN CENTER
WORLEY, Al
YARRETT, Dan - Resident Advisor
YETTO, Sheryl - Resident Advisor
YOUNG, Linda - English Department
ZETTERBAUM, Marvin - Political Science
ZOLOTH, Barbara - Ag Econ Department
ZUMBRUM, Kevin - Math Department
ZURAKOWSKI, Mark

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[1] Departmental affiliations and the spelling of names were taken directly from questionnaires and may be in error.

Appendix D

STUDENTS' RATINGS OF THEIR HIGH SCHOOL PREPARATION

(In percent of students)

ACADEMIC AREA	REGULARLY ADMITTED STUDENTS									SPECIAL ACTION STUDENTS		
	EOP (n=145)			Non-EOP (n=397)			Total (n=542)			(n=77)		
	Good	OK	Poor	Good	OK	Poor	Good	OK	Poor	Good	OK	Poor
Mathematics	39	38	23	54	34	12	53	34	13	23	35	42
Reading	40	43	17	57	31	12	56	32	12	55	35	10
Writing	32	35	33	44	38	18	43	38	19	46	31	23
Foreign Languages	32	45	23	32	50	18	32	50	18	32	39	29
Sciences	37	44	19	46	37	17	45	38	17	31	47	22
Hist/Social Studies	28	58	14	39	49	12	38	50	12	50	45	5
Music/Art	23	42	36	27	47	26	27	46	27	22	37	42
Study Habits	13	47	40	31	35	34	30	36	34	22	32	46